Flex Day – September 12, 2012
Feedback from the evening large group session

The participants were almost entirely part-time instructional faculty. They were asked to form small groups and discuss:

- What would enable you to become more active in the outcomes assessment process?
- What can you bring to CCSF’s outcomes assessment process?

The groups reported out orally and by writing on sticky notes. Feedback compiled and organized by ksaginor.

Part-time faculty ask to be invited and welcomed in the work of departments.

- Get asked! (Mission Valley College asking me to consult). Share my knowledge and experience in accreditation, program development. Thanks.
- Outcome assessment is co-opted by the full-time faculty, input from part-timers not solicited or welcomed.
- Part timers will have little real input in SLOs
- Align with a department that solicits part timer input.
- Since there are so many sections of Human Biology, we need to develop assessments for the SLO’s. So department sharing helps. The Bio dept. has assessment examples to share from last year for some courses.
- Use Departmental flex meetings to putting assessments together so you can see if you are successful as an instructor
- I am disconnected from full time faculty in program.

Evening meetings

- Flex day is only in daytime. It would be better if we (part-timers) can attend Flex day in the evening. Workshops happening during the evening
- Need Flex day happening during the evening and department meetings happening in the evening.
- Part timers with full time jobs cannot attend day-time meetings. Have meetings in the evening
- For part-time evening instructor – make evening sessions of meetings or workshops available.
- More meetings in the evening.
- More department meetings or level meetings.
- Have meetings at a time that isn’t during the regular – PT instructors are elsewhere working.
- Regular department meetings where we share suggestions for doing assessment. I can bring specific ideas, e.g. writing assessment – journals – tests, critical theory (reading), questions in tests, oral talk by students.
Electronic communication and electronic tools
- Make necessary information available online. Make online information more user friendly.
- As adjunct faculty, we can be surveyed at the completion of the course regarding success and improvement necessary for the course.
- Online system for lesson plan’s setting up SLOs across all departments – templates, etc.
- Hard for part-timers to meet with regular faculty. Online surveys – it would help to have a department template for course outcomes.
- Involve technology in SLO evaluation – essay questions, research topics, expanded vocabulary – identification of names, events

Training
- Clear examples and individual training.
- Get trained on doing SLO assessment.
- Better communication and engagement from program leaders (directions).
- More training/understanding student’s needs/learning goals.
- SLO’s created by instructors? Vs: expectations.
- Talk collegially with other teachers.
- More classroom assessment tools.
- Administration of Justice needs SLO samples and mentor/adjuncts.
- Need more directions how to do outcome assessment – communication.
- Adjuncts – need intro to assessment process as well as SLOs, PLOs and ILOs. Some feel this has just been dumped on them.
- Workshops may bring faculty together to discuss all the issues involved and teachers can be more motivated. This should be more faculty driven clearer guidelines from the accreditation.
- More realistic SLO’s

Need guidelines about ACCJC expectations
- Clear directions on what to do.
- Clearer understanding of specific criteria for accreditation. Examples of acceptable evidence.
- Need clear information on ACCJC expectations
- ACCJC should make its expectations clear so our chosen assessment methods are not discounted by them.
- Overall sense of frustration due to a lack of communication as to what is really needed of us on this process. Is this a futile bureaucratic exercise because it feels that way to all right now?
Leadership
- Better communication and engagement from program leaders (directions).
- Have a chair who takes SLOs, assessment and aligning classes seriously.
- Less politics at the management level. Have a chair that doesn’t control us overly.
- Leadership!

Consistent materials
- All faculty must have the same textbooks for a class that has many sections.
- Consistency of teaching materials.
- Greater uniformity of tests.
- Use same text for same level throughout the college, maybe (ESL non-credit).

Student perspectives needed
- Students must have a voice in setting “Student” learning outcomes!
- Need to know students’ expectations and college’s expectations.
- As an ESL part time instructor, I need time to telephone students who have stopped coming and ask them honestly why they stopped and adjust my lessons accordingly.
- “Report card” by students on learning needs and methods.
- Too many students come unprepared and are not ready -- making this entire process futile.

More information needed about students in class
- Instructors need access to data CCSF already collects about students.
- Tracking students.
- Real data from counselor.
- CCSF should include “MAJORS” and/or 2 year or 4 year transfer information on our (first day) student rosters so we know who is on “path” and who is “floating”

More information needed after the class is over and after students leave CCSF
- Better communication about student exit results/by class/and program to the faculty.
- Need for more data about students after they leave City College. Suggestion to get data about post CCSF employment directly from former students.

More information needed from the field
- Get input from Advisory groups about SLOs
- Orient the SLO process more specifically to the teachers’ area of interest – for example exchange of information between a variety of community colleges cinema departments.
- Make Administration of Justice SLO’s consistent with POST standards
Part-time faculty ask for personnel resources – support, time, and compensation.

- Clerical support: To have someone input your data – sometimes the software entry is daunting.
- Administrative assistant.
- More time and administrative support.
- Time to be more current.
- Time to meet with peers to work on SLO’s.
- Time to meet with other faculty to discuss course content. Outcome may use technology to track student learning outcome and communication.
- If I had more time.
- I would need more time to reflect on student outcomes.
- Time to meet with peers to work our SLO’s and evaluation of outcomes.
- Fewer committee obligations.
- Full time equivalency realistic expectations.
- Get paid for service.
- Since we only get paid for the hours we are in the classroom – pay extra for extra work.
- Fairness issue – if full time faculty are getting paid for working on this but part-time are not.
- Part-timers should participate. Compensation for part-timers.
- I need compensated time because we’re already being asked to do work beyond the scope of our teaching assessments.
- Incentive compensation for the extra time involved and appreciation and understanding that we already put in many uncompensated hours. What about health care for part timers.
- Money → Time → Collaboration.

Part-time faculty ask for full-time positions

- Consideration of P/T when fulltime position opens. In the past, you give input.
- Need full time position.
- A full time job! (part-timer for 26 years)
- A full time position.

Miscellaneous

- How do you measure CCSF’s success at offering enrichment courses?
- In non credit departments, Student attendance should be regulated and student given more responsibility and made more accountable.
- We should have tests for each level and not let students graduate to next level without passing (courses need to be more streamlined).